

## MANAGEMENT OF BASIC SCHOOL MANAGEMENT AND INFRASTRUCTURE IN PASIR PENYU DISTRICT

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### Abstrak

Penelitian yang dilaksanakan di Sekolah Dasar Kecamatan Pasir Penyu bertujuan mendapatkan data yang objektif, faktual, akurat dan sistematis mengenai pengelolaan sarana dan prasarana Sekolah Dasar di Kecamatan Pasir Penyu. Pendidikan menjadi sangat urgen pada saat ini dan di era Masyarakat Ekonomi ASEAN siswa dituntut harus mampu bersaing secara kompetitif dan berkualitas, sehingga dibutuhkan sarana dan prasarana sebagai fasilitas pendukung dalam proses pembelajaran. Penelitian ini merupakan penelitian kualitatif jenis studi kasus dengan pendekatan naturalistik yang mana penelitian mempelajari dan mendeskripsikan studi kasus yang terkait dengan pengelolaan sarana dan prasarana Sekolah Dasar di Kecamatan Pasir Penyu dengan observasi Nonpartisipan, wawancara mendalam dan dokumentasi sebagai teknik pengumpulan data. Adapun informannya adalah Kepala Sekolah, wakil kepala bagian sarana dan prasarana, wakil kepala bagian kurikulum, wakil kepala bagian kesiswaan, serta guru dan siswa. Hasil penelitian menunjukkan pengelolaan sarana dan prasarana sekolah dalam meningkatkan kualitas pembelajaran sudah dilaksanakan dengan baik dan sudah memenuhi standar nasional pendidikan serta para siswa sudah terfasilitasi dengan baik untuk mengembangkan keterampilan dan kemampuannya masing – masing

**Kata kunci :** *Pengelolaan, Sarana, prasarana, Sekolah Dasar*

### Abstract

The research conducted at Pasir Penyu District Elementary School is aimed at obtaining objective, factual, accurate and systematic data on the management of facilities and infrastructure of Elementary School in Pasir Penyu Subdistrict. Education becomes very urgent at this time and in the era of ASEAN Economic Community students are required to compete competitively and qualified, so the need of facilities and infrastructure as a support facility in the learning process. This research is a qualitative research case study type with naturalistic approach which research study and describe case study related to management of facilities and infrastructure of Elementary School in Pasir Penyu Subdistrict with nonparticipant observation, in-depth interview and documentation as data collection technique. The informants are the principal, deputy head of facilities and infrastructure, deputy head of the curriculum, deputy head of student affairs, and teachers and students. The results showed that the management of school facilities and infrastructure in improving the quality of learning has been well implemented and has met the national standard of education and the students have been well facilitated to develop their skills and abilities respectively.

**Keywords:** *Management, Facilities, infrastructure, Elementary School*

## INTRODUCTION

At present, education is very urgent. The provision of education that already has a community will develop well and undeniably the community is increasingly qualified and able to compete competitively in an increasingly tight and hard competition era in various angles of life activities (Supardi, 2013, p. 1). So the need for facilities and infrastructure in addition to quality human resources.

Aspects of educational facilities and infrastructure with regard to facilities and facilities - the ease of implementation of education available. Education facilities and infrastructure are still very dependent on procurement from the central government, while distribution has not been guaranteed evenly to the destination so that regional independence and responsibility are still less than optimal (Yoyon Bahtiar Irianto, 2011, p. 118).

Educational facilities are tools and equipment that are directly used and support the educational process, especially teaching and learning, such as buildings, classrooms, desk chairs, and teaching media and tools. While educational infrastructure is all basic completeness devices that do not directly support the implementation of the education process in schools (Ibrahim Bafadhal, 2008, p. 2).

Educational infrastructure in schools can be classified into 2 types (Barnawi & M. Arifin, 2013, p. 51), namely:

1. Educational infrastructure that is directly used for teaching and learning processes, such as theory rooms, library rooms, skill practice rooms and laboratory rooms.
2. School infrastructure whose existence is not used for teaching and learning, but directly greatly supports the occurrence of teaching and learning processes, such as office space, school canteen, land and road to school, restroom, school health business room, teacher's room, principal's office and vehicle parking.

Education facilities and infrastructure are not limited to facilities and infrastructure in schools, but also come from the environment, nature and social life. Facilities and infrastructure are very important in the teaching and learning process because in receiving information and in

following the learning process will create a conducive and not boring learning atmosphere for students. The availability of facilities and infrastructure in educational institutions will facilitate and facilitate the achievement of learning objectives, and will help students to be active in the teaching and learning process.

Management of educational infrastructure means the task of regulating and maintaining educational facilities and infrastructure so that they can contribute optimally and meaningfully to the course of education. The management activities include planning, procuring, monitoring, storing, inventorying and deleting activities and structuring. The implementation is directed to the implementing team, seeking monthly monitoring of the location of facilities and infrastructure, disseminating information on preventive maintenance programs for all school residents and creating programs. care competition for school facilities and facilities to motivate school residents.

Based on field observations, the problem was found regarding the low attention of the school and government regarding the procurement of books and learning tools, the procurement and improvement of educational infrastructure facilities in addition to the quality of education that was always hailed, as well as the management of school facilities and infrastructure in the regions. remote is far from what is expected. The discovery of schools that do not have permanent learning buildings, bridges or roads as infrastructure / connecting students to get to school is very alarming. Then there is less conducive education facilities that are closely related to the condition of the land, buildings and furniture that support the implementation of the education process.

## The Scope of Research

The scope of this research includes Planning, Procurement, Distribution, Inventory, Monitoring and Voting, Reporting, and Elimination and Improvement of School Facilities and Infrastructure

## Literature Review

### Planning Education Facilities and Infrastructure

Planning of school facilities and infrastructure is a process of analysis and

determination of the needs needed in the learning process and needs that can lead to the success of the learning process. In this planning process, it must be carried out carefully and carefully, both with regard to the characteristics of the facilities and infrastructure needed, the amount, type, and reliability (benefits obtained), along with the price.

Essential characteristics of school facility planning (Ibrahim Bafadal, 2008, p. 27), namely:

1. Planning a school is a process of setting and thinking.
2. The object of thinking in the planning of school facilities is the effort to fulfill all the educational equipment needed by the school.
3. The purpose of school planning is the effectiveness and efficiency in the provision of school facilities.
4. Planning school facilities must meet the principles:
  - a. School planning must be truly an intellectual process.
  - b. Planning is based on needs analysis through a comprehensive study of the school community and its possible growth, as well as the prediction of the school population.
  - c. Planning for school facilities must be realistic, in accordance with the reality of the budget.
  - d. The visualization of the results of the planning of school facilities must be clear and detailed, both in quantity, type, brand and price.

The steps for planning the procurement of educational facilities and infrastructure in schools are as follows:

1. Accommodate all proposals for procurement of school supplies submitted by each work unit and inventory shortages of school equipment.
2. Develop plans for school equipment needs for a certain period.
3. Integrating the needs plan that has been prepared with the equipment that was available beforehand.
4. Integrating the needs plan with the available school funds or budget. If the available funds are insufficient to procure all the necessary needs, it is necessary to select all equipment requirements that have been planned by looking at the urgency of every equipment needed. All urgent equipment is registered and prioritized for procurement.

5. Integrating plans (lists) of urgent equipment needs with funds or budgets that are already available, it is necessary to select again by making a priority scale.
6. Determination of the final procurement plan.

### **Procurement of Education Facilities and Infrastructure**

Procurement of educational facilities and infrastructure which are essentially a continuation or effort to realize the planning program that has been prepared by the previous school. In this procurement must be carried out in accordance with the plan that has been prepared with attention to the priority scale needed by the school in supporting the successful implementation of the learning process.

Jame J. Jones describes the steps for planning the procurement of educational facilities in schools, including:

1. Analyze the educational needs of a community and establish a program for the future as a basis for evaluating the existence of facilities and modeling future school facilities planning.
2. Conduct a survey to all school units to prepare a master plan for a certain period.
3. Choose the main needs based on the results of the survey.
4. Develop educational specifications for each separate project in the proposed master plan.
5. Design each separate project in accordance with the proposed educational specifications.
6. Develop or strengthen bids or contracts and implement them according to the proposed work description.
7. Complete building equipment and place it so it is ready for use.

The planning procedures for the procurement of school education facilities according to Emery Stoops and Russel E. Johnson are:

1. Establishment of goods procurement committee which can be led directly by the principal or a teacher. The committee can also be the same as the elementary school committee for scholarship programs and operational assistance funds (DBO), which consists of school principals, one teacher, parents / BP3 representatives, and representatives of village / village offices.
2. Determination of the need for goods by calculating or identifying routine shortages,

damaged goods, lack of work units, and the principal's discretion.

3. Specifying specifications.
4. Determination of unit price of goods.
5. Testing all possibilities, including the possibility of an increase in the price of goods in the future.
6. Recommendations; ratification of the results of the plan that has been made.
7. Reassessment of the plan once its procurement is completed.

According to Boeni Soekarno, the steps for planning the procurement of educational facilities in schools are:

1. Accommodate all proposals for the provision of school facilities submitted by each school work unit and or inventory the shortage of school facilities.
2. Develop plans for the needs of school facilities for a certain period, for example for one quarter or one school year.
3. Integrate planned needs that have been prepared with equipment that has been available previously. In this framework, the planner or procurement committee looks for information about the facilities that have been owned by the school. One way is to read the inventory book or the item master book. Based on the integration, a plan for infrastructure needs is prepared, which is to register all the facilities needed which are not yet available at the school.
4. Integrating the needs plan with the school funds or budget that is already available. If the available funds are insufficient to procure all of these needs, it is necessary to select all the planned facilities, by looking at the urgency of each facility. All urgent means are immediately registered.
5. Integrate plans (list) of facilities needs with existing funds or budgets. If it turns out that it still exceeds the available budget, it needs to be selected again by making a priority scale.
6. Determination of the final procurement plan.

There are several ways that can be taken by managers of school facilities to get the facilities needed (Ibrahim Bafadal, 2008, p. 31-35), namely in the following ways:

1. Purchase by buying at the factory, buying at the store, and ordering.
2. Get a gift or donation. This can be used as additional facilities at school, with details:

Gifts or donations from students who will go to school or who will graduate out of school, gifts or donations from teachers or other staff that can be in the form of new books, books what has been read, magazines, newspapers and so on, or used materials in his house, gifts or donations from BP3, gifts or contributions from publishers, especially to obtain educational facilities in the form of books and gifts or donations from government institutions or private institutions.

3. Exchange with a cooperative relationship with other school facilities managers.
4. Borrowing is done by borrowing from certain parties such as principals, vice principals, teachers or parents of students.

### **Distribution of Education Facilities and Infrastructure**

Distribution or distribution is an activity of transferring goods and responsibilities from a person in charge of storage to units or people who need the goods. In the process, there are three things that must be considered, namely the accuracy of the goods delivered, both in number and type; the accuracy of the delivery target, and the accuracy of the condition of the goods distributed. In this framework, at least 3 steps should be taken by the responsible party for storage or distribution, namely the preparation of the goods allocation, the sender of goods, and the delivery of goods.

Items that have been received inventoried by the procurement committee, after the truth is checked based on the list in the cover letter, does not mean that all school personnel can use freely. These items need to be further regulated to facilitate supervision and accountability. If the distribution is not regulated as well as possible, the school facility manager will have difficulty in making his accountability report.

So that there needs to be a distribution allocation. By first making the allocation of distribution of goods that have been received by the school which can be distributed in accordance with the needs of the goods in the parts of the school, by looking at the condition, quality, and quantity of the goods. The clearer the allocation, the more clear the delegation of responsibility to the recipient. Thus, the distribution is easier to carry out and control at all times. The ultimate goal of preparing the allocation in the end is to

avoid waste which should not need to occur.

In the preparation of this allocation, there are 4 things that must be considered and determined, namely:

1. The recipient of the goods, namely the person who receives the goods and at the same time takes responsibility for it in accordance with the list of items received. The identity of the person receiving the item must be clear. His identity includes his full name, official position at the school, employee's master number, and recipient's address.
2. Time to distribute goods. Distribution time must be adjusted to the needs of the goods, especially those related to the teaching and learning process. In addition, distribution of equipment depends on the type. For items that are exhausted, such as chalk, it must be easily distributed to classes so that it does not impede the course of educational activities. While for goods that are not used up can be distributed based on considerations of the availability of goods. If the items in certain parts are not able to function anymore, there needs to be replacement, and immediately get the distribution of new items, so that the distribution of consumable items is more occasionally when needed. For example, blackboards, book cabinets, table chairs, volleyball, and so on.
3. Types of goods to be distributed to users. To facilitate the management of facilities in schools there are several ways to differentiate the types of equipment in schools, for example by looking at the use of these items.
4. Number of items to be distributed. In distribution, so that the condition of the goods that have been distributed can be known with certainty and can be controlled, there needs to be a firmness in the amount of goods distributed. What needs to be included in the number of items is:
  - a. The unit of calculation, for example: stamps, sheets, or copies.
  - b. Number of units, for example 10 units, 5 sets.
  - c. Number of contents or parts of each unit, for example 6 sets of guest tables @ 12 seats.
  - d. Unit price.

So, basically there are 2 systems for distributing goods that can be taken by school

facility managers, namely:

1. A direct system in which goods that have been received and inventoried are directly distributed to parts that need them without going through the storage process first.
2. The indirect system means that the goods that have been received and have been inventoried are not directly distributed, but must be stored in a storage warehouse regularly. This is usually used if the past items are still left. If using an indirect distribution system, the items that need to be stored in the warehouse need to get effective supervision. In order to facilitate its supervision, a Stock Card must be made which can be made from colored manila paper with a length of 20 cm and a width of 14 cm. Once made, the card should be placed near the item

### **Inventory of Education Facilities and Infrastructure**

Inventory is an activity to record and compile an inventory list of goods owned by an agency / work unit regularly in an orderly manner according to the applicable rules and procedures. Inventory is carried out in an effort to provide data and information in the direction of improving the management, supervision of financial and wealth of the institution effectively and in order to improve the effectiveness of budget planning, procurement, storage and maintenance, distribution and removal of equipment. All goods in the school, both consumable and durable goods, both state-owned and school-owned goods, whether mobile or immovable, which are cheap or expensive must be inventoried in an orderly manner.

The purpose of the inventory is the orderly administration of goods, the savings of state finances, the inventory report of goods belonging to the institution, the material for calculating the wealth of the institution and facilitating the maintenance and supervision of goods. The implementation of the inventory (Yoyon Bahtiar Irianto, 2011, p. 125-126) was carried out by considering the following:

1. Inventory through a system that is used to record institutional property (for example state property), namely a uniform inventory system that includes activities to make: goods inventory book (BIB), inventory inventory card (KIB), inventory inventory space (DIR),

goods mutation report (LMB) and annual report (LT) and other inventory records.

2. Each office unit / work unit / project which is a separate administrative unit must organize the administration of the property belonging to the institution which is managed and controlled in detail, complete and orderly.
3. Classification, code of ownership of goods which includes:
  - a. Classification or classification of goods is the classification of inventory items in accordance with applicable regulations. The aim is to facilitate the recording or rediscovery of inventory items both physically and in records. Inventory items are grouped into 4 major groups: immovable goods, movable goods, animals and supplies.
  - b. Kodefikasi goods, namely the provision of codes / certain marks on inventory items. Code can be in the form of letters, pictures, symbols or numbers (numeric). The purpose of codefikation is to recognize certain types of goods and to standardize the order of items on the list of inventory goods reports (LBI).
  - c. Code of ownership of goods, namely the provision of certain codes on inventory items to make it easier to find out the owner and the existence of the inventory.

Inventory of educational facilities and infrastructures which constitute systematic, orderly and orderly registration and compilation of list of state property based on applicable provisions or guidelines. The inventory activities for education facilities and infrastructure in schools are as follows:

- a. Goods in the school can be classified into 2 types, namely inventory items; the entire school facilities that can be used continuously in a relatively long time are recorded in the Inventory Main Book and the Inventory Group Book, such as tables, benches, blackboards, school library books, and other furniture and non-inventory items; all consumables are recorded in Non Inventory and Card Books (also in the form of books) stock of goods, such as markers, chalk, carbon, paper, writing machine tapes, and goods whose status is unclear. Recording of school facilities and infrastructure can be done in the book of receipt of goods, purchase of goods books,

inventory master book, inventory class books for movable goods, books not inventory, books (cards) stock items that will later be placed in goods storage that is useful for recording out entry of goods is not inventory.

- b. Making special codes for equipment classified as inventory items. The trick is to create an item code and paste it on the body of the equipment that is classified as an inventory item. The aim is to facilitate all parties in re-identifying all educational equipment in schools, both in terms of ownership, responsibility, and type and class. Usually the item code is in the form of numbers or numeric that shows the department, location, school, and goods.
- c. All educational equipment in schools classified as inventory items must be reported. The report is often referred to as the goods mutation report. Reporting is carried out within a certain period, once a quarter. In one school year for example, reporting can be done in July, October, January and April of the following year.

### **Supervision and Election of Educational Facilities and Infrastructure**

Supervision and maintenance of educational facilities and infrastructure in schools is an effort taken by the leadership in helping school personnel to maintain and utilize the facilities and infrastructure as well as possible for the success of the learning process. Maintenance is needed so that facilities and infrastructure are always in a ready to use condition. Therefore, care, maintenance and supervision are needed so that they can be empowered as well as possible. Maintenance is based on its nature (checking, prevention, minor repairs and heavy repairs) and time (daily maintenance (cleaning the room and its equipment), and periodic maintenance such as wall painting, inspection of benches, tiles and other furniture).

Every room or place for the implementation of the learning process, must pay attention to its maintenance which includes cleanliness, health, freshness of the air, lighting, security, tranquility and comfort of learning, as well as conformity with the needs of the type of education provided.

The stages of maintaining school facilities can be formulated with 5-P (Barnawi & M. Arifin,

2013, p. 52-53), namely:

- a. Awareness; fostering school citizens' awareness of the importance of physical maintenance.
- b. Understanding; school residents were given an understanding of the school facility maintenance program.
- c. Organizing; Maintenance officers are structured by involving all school residents and clarifying their duties, authorities and responsibilities.
- d. Implementation; maintenance of school facilities is carried out regularly so that it becomes a civitas habit.
- e. Data Collection; School facilities are recorded to determine availability and conditions.

### **Education Facility and Infrastructure Reporting**

All school inventory items must be reported, including new facilities and infrastructure to the government, namely the department. Private schools must report it to their foundation. The report is called the goods mutation report. The reporting is carried out every quarter. For example, every July, October, January and April of the following year. Usually in the school there are routine items and project goods. When this is the case, the reporting should be distinguished. Thus, there are reports of routine goods and there are reports of project goods.

### **Elimination and Improvement of Education Facilities and Infrastructure**

Elimination of educational facilities and infrastructure in schools is an activity of eliminating objects belonging to the institution (both state-owned) from the inventory list by means of the applicable laws and regulations aimed at:

1. Prevent or limit greater losses due to spending of funds to repair damaged equipment.
2. Prevent waste of security costs for equipment that is not useful.
3. Freeing the institution from maintenance and security responsibilities.
4. Ease the burden of inventory.

The goods that meet the requirements to be removed (Prim Masrokan Mutohar, 2013, p. 84), are:

1. In a heavily damaged condition so that it cannot be used.

2. Not according to needs.
3. The use is not efficient anymore.
4. Exposed to a ban.
5. Experiencing depreciation outside the authority of the management.
6. Maintenance costs are not balanced with their use.
7. Not used anymore.
8. Stolen.
9. Its use is distorted.
10. Burned or destroyed due to natural disasters.

The implementation of the elimination of goods in schools / madrasas, principals and staff should classify and record the items to be deleted and put them in a safe place that remains in the school yard, inventory these items by recording the type, amount and year of manufacture. Then, submit a proposal for deletion along with an attachment of the type of goods to be deleted to the Education Office. After the decree from the central office regarding the deletion of the item is published, the removal of the goods can be carried out in accordance with the available minutes. Elimination of this item can be done by destruction or auction, granted, exchanged with more appropriate facilities

## **RESEARCH METHODS**

### **Research Types and Approaches**

This research is a qualitative descriptive study with a naturalistic approach. Thus, this research data will provide a description of a phenomenon that describes the management of elementary school facilities and infrastructure in Pasir Penyu Subdistrict.

### **Research Data Sources**

Sources of data in this study include: Primary data consisting of literature data (theory) and records of field data related to the management of elementary school facilities and infrastructure in Pasir Penyu sub-district, and secondary data in the form of supporting literature such as books, journals, regulations has relevance to this research.

### **Time and Place of Research**

The time of this study began from September 2017 to February 2018 and the place of research was conducted at SDN 025 Pekan

Heran Jl. Raya Opposite Pekan Heran, SDN 002 Airmolek 1, Pasir Penyu District, and SDIT Pondok Pesantren Khairul Ummah Jl. Elak Batu Gajah.

#### Research Instruments

In connection with this research, the researcher himself (humant instrument) is a key instrument in determining the focus of the research, selecting informants, collecting, presenting and analyzing data and making conclusions on the findings of research on the management of elementary school facilities and infrastructure in Pasir Penyu District.

#### Informants in Research

The informant who also acted as the subject in this study was carried out by purposive sampling technique which is the data source sampling technique with certain considerations, namely the Principal, Waka Curriculum, Student Waka, Waka Facilities and Infrastructure, Class Teachers, other teachers and students own.

#### Data collection technique

Data collection techniques that researchers use include Nonparticipant Observations on the management of school facilities and infrastructure, semi structured interviews with informants, and documentation of documents / archives in schools.

#### Data analysis technique

Qualitative data analysis was carried out since before entering the field, during the field, and after completion in the field. However, in qualitative research data analysis was more focused during the process in the field together with data collection.

In this study, researchers used data analysis of Miles and Huberman, where activities in qualitative data analysis were carried out interactively, until the data was saturated. Activities in data analysis include data reduction, data display, and conclusion drawing / verification.

#### Data Validity Check

In this study, to test the validity of the data the researcher used triangulation. Triangulation used in this research is source triangulation and technical triangulation.

## RESEARCH RESULTS AND DISCUSSION

The success of learning in schools is supported by the utilization and utilization of educational facilities and infrastructure in schools effectively and efficiently. The management of educational facilities and infrastructure is a very important activity because the existence of educational facilities and infrastructure strongly supports the success of learning in schools.

The process of managing primary school facilities and infrastructure generally has the same stages. Based on observations, interviews and documentation at SDN 025 Pekan Heran, SDN 002 Airmolek, and SDIT Pondok Pesantren Khairul Ummah, the management of elementary school facilities and infrastructure in Pasir Penyu District is as follows.

#### Planning School Facilities and Infrastructure

In planning facilities and infrastructure carried out by the school by looking at the existing budget, because in each school has the name RKA (Draft Budget Activity), from this RKA the school can plan the budget used in the purchase of school facilities and infrastructure. In each school also has a budget or assistance from the government such as BOS funds, and funds from the foundation itself (SDIT Islamic Boarding School Khairul Ummah). In this RKA we cannot be sure we will get the funds as a whole, and this is distributed gradually so that we can buy the funds from the required facilities.

The steps in planning facilities and infrastructure in each school, namely:

1. The principal holds a joint meeting of the entire board of teachers and employees. The school principal asks each teacher to suggest what infrastructure is needed in the classroom for the smoothness of the teaching and learning process.
2. Looking for infrastructure that is very necessary in advance, because of the limited funds owned by the school. The source of funds for the provision of infrastructure facilities comes from BOS funds, not from student tuition.
3. Make a decision letter on the results of the meeting to determine the procurement of infrastructure that is signed by the teacher, and



the employee who joins the meeting is then known by the principal.

In addition, in the planning of school facilities and infrastructure there is also a plan to procure student desks or study tables, planning to buy new textbooks for students, planning expansion of rooms in schools, and planning to create recreational parks for students. In terms of planning at this school it has run smoothly. Because what are the school facilities and infrastructure needed by students and teachers to support the teaching and learning process has been planned in advance and agreed upon jointly by the principal, infrastructure representative, administrative staff who manage facilities and infrastructure and teachers delivered at a joint meeting. All needs needed in the teaching and learning process have been discussed jointly by the school.

### **Procurement of School Facilities and Infrastructure**

In the procurement of school facilities and infrastructure, the committee is always in charge of being responsible for procuring these facilities and infrastructure. The committee was formed consisting of several teacher councils and school committees. The most common method used by schools in the procurement of facilities and infrastructure is to buy the facilities and infrastructure needed by using assistance from the government, namely BOS and funds from the Foundation. BOS funds and funds from foundations are used for school needs such as buying books, caring for facilities and infrastructure that have minor damage and to supplement the needs of other schools.

In the procurement of facilities and infrastructure at the school using government funding in the form of BOS funds and funds from other governments, as well as in the procurement of facilities and infrastructure at the school also ask for assistance to parents or guardians of new students in the form of collection of development costs.

In the provision of school infrastructure facilities should look at the identification of needs based on the real conditions in the form of data, facts and real information in the field and not just desire. Procurement of school facilities and infrastructure is done by:

1. Drooping. The assistance provided by the government to schools in accordance with the procedures of the government is by analyzing the needs and functions of infrastructure facilities, classifying the facilities needed, making proposals for the procurement of infrastructure and after being approved the infrastructure will be sent to the school that submits the application for infrastructure procurement.
2. Buy. The purchase of infrastructure facilities is carried out by direct purchase to meet the needs of a small amount and is carried out every quarter, ie after the disbursement of BOS funds. Items purchased include consumables such as markers, ink markers, pencils, pens, paper, notebooks, cleaning tools, textbooks, sports equipment and others. In addition, the provision of school facilities and infrastructure is carried out by the school. For example regarding the procurement of school furniture such as tables and chairs, the procurement is carried out by buying the companies that make chairs and tables. If the procurement of props, media and practicum tools and office equipment with a large number are held through tenders with other parties. While the shortage of office stationery with a small amount can be purchased through tactical funds. Whereas the procurement of school package books can be carried out by buying themselves and receiving assistance from the government. Sometimes there is school equipment needed by the teacher so the teacher submits it to the deputy head of facilities and infrastructure. If the school does not respond to the needs of the item, sometimes the teacher asks students to jointly buy the need. Like the need for table cloths, handkerchiefs and decorations that are in the study room.
3. Make your own. School facilities made are usually in the form of simple teaching aids that can be used to assist the process of teaching and learning activities. This tool is made by teachers and students.
4. Social institution. Submit a proposal for assistance in providing school facilities and infrastructure to unbound social institutions.

### **Distribution of Elementary School Facilities and Infrastructure**

In the distribution of facilities, the amount

of goods to be distributed must be controlled in order to avoid waste of use so that the use of goods becomes ineffective. Therefore, a procurement committee consisting of teachers and school committees, first examines recipients who are suitable for the facility. In the distribution of facilities and infrastructure, it is usually done after school hours are finished so as not to interfere with students' concentration in learning.

Every time the procurement of goods is carried out, each item is distributed to their respective fields. For example, the procurement of wood chairs and tables is being renewed into fiber chairs and tables, before being used by students, the items from the purchase are then handed over to the infrastructure and then distributed again to the committee that manages the items later, after which they are distributed to students.

In distributing school facilities and infrastructure, pay attention to the following:

1. Distribution is carried out by the school administration which is adjusted to the needs of the school so that it can be used optimally.
2. The distribution of textbooks is done directly to the teacher after the inventory book is recorded. Then, the teacher gives directly to students and gives an appeal for each student to keep the book well and take care of it.
3. The distribution of teaching aids is carried out indirectly, that is, the method is stored first when the new use is taken and after being used it is stored back in its original place.

### **Inventory of School Facilities and Infrastructure**

An inventory of infrastructure in primary schools is carried out by the principal by appointing two teachers who are devoted to the task of inventorying school infrastructure. Thus, the tasks in the inventory of infrastructure at the school run smoothly, both in the manufacture of goods inventory cards, recording all goods entering and recording all items out and also recording the consumable items in the stock order. Generally in every elementary school, this inventory activity is carried out once a year.

### **Supervision and Election of School Facilities and Infrastructure**

Everything that is done inside the school must be called supervision so that what has been done does not happen wrong and if an error

occurs, it can be corrected immediately. In the maintenance of facilities and infrastructure in schools, the most commonly used method is to avoid heavy damage, maintenance is usually carried out within 3 months. Facilities and infrastructure that are most often maintained are classrooms and bathrooms, especially the roof of classrooms and bathrooms which often experience leaks during the rainy season. In addition, the maintenance of facilities and infrastructure in schools is also carried out by school cleaners who are carried out every day. As for the maintenance of school facilities and infrastructure, namely:

1. Involving students, teachers and homerooms.
2. Notify students to maintain existing facilities and infrastructure. Especially students are expected to be able to maintain existing facilities and infrastructure such as maintaining learning tables and chairs so that they are not scribbled. As well as maintaining the study room to be maintained and cared for. Maintain sports facilities so they are not damaged and returned after use.
3. The way to maintain infrastructure in this school is carried out every day, maintaining cleanliness, using when needed and stored in a good place and inviting school personnel and the wider community to look after the school environment.
4. There are sanctions if for students, teachers and homerooms who damage the existing facilities and infrastructure. For this matter there is a commitment and has been implemented at this time.

### **School Facilities and Infrastructure Reporting**

In the case of these infrastructure facilities there must be reporting, this reporting is done every month, and this report will be shared with the Foundation and the Education Office because this school is under the auspices of the Education Office and Foundation. This report is carried out by the infrastructure and facilities sector, then reported to the principal, and the principal reports to the foundation. And in this school there is an inventory operator and this operator reports the results of reports of activities in school infrastructure. And this report can be done online and byline. This is reported to be useful so that the government knows that this school has used the funds that have been given as well as possible and the results of the report can be used by the

leadership to conduct evaluations of items to be transferred or eliminated to the education departments in Riau.

### **Elimination and Improvement of School Facilities and Infrastructure.**

In each elementary school located in Pasir Penyau sub-district, the school infrastructure was eliminated which was no longer used by storing activities in the warehouse and making repairs. Abolition is carried out on books that are irrelevant and damaged and tools that cannot be repaired again. The deletion of the books was due to not being in line with the current curriculum and because many books were damaged due to their use for a long time so they could no longer be used.

In addition to the deletion at this school, there were also improvements in infrastructure that were carried out by school guards who were indeed living in the school. Repairs are carried out such as chairs, tables and others that do not suffer heavy damage and in repairs it does not require expensive costs.

### **CONCLUSION**

Based on the results of research and discussion of the management of elementary school facilities and infrastructure in Pasir Penyau sub-district, it can be concluded that the management of school facilities and infrastructure in improving the quality of learning has been carried out well and has met national education standards and students have been well facilitated to develop skills and individual abilities as evidenced by:

1. Planning The principal holds a joint meeting of all the teacher councils and employees by collecting proposed plan needs that are tailored to the available budget and establishing a procurement plan.
2. The procurement of schools do drooping from the government, buy, make their own and make social institution proposals.
3. The distribution of facilities and infrastructure is carried out directly and indirectly.
4. Inventory of infrastructure facilities in schools has been carried out by making inventory inventory cards, recording all goods entering and recording all items out and also recording consumable items in the stock inventory.

5. Supervision of infrastructure in schools is carried out by principals and teachers at all times and should be considered properly. While the method of maintenance of infrastructure in schools is carried out every day, maintaining cleanliness, using when needed and stored in a good place and inviting school personnel and the wider community to maintain the school environment.
6. Reporting on infrastructure is carried out in a certain period, which is carried out every quarter.
7. Elimination of school infrastructure that is no longer used by storing activities in the warehouse and making repairs.

### **Suggestion**

Based on the conclusions that have been presented, there are several suggestions that can be submitted:

1. For supervisors as parties who become advisors in teaching and learning activities to provide solutions for schools in improving school management skills.
2. For the school. A good school is not only a school that has sufficient facilities but also schools that have facilities and infrastructure management that supports it, therefore, the school must pay more attention to management in schools and should better protect facilities and infrastructure.
3. For the Government, it is better to complete the lack of facilities and infrastructure in schools

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